



INCLUSIVE EDUCATION SESSIONS

Impact of Online Coursework for Teachers of Learners with Severe Disabilities

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Florida State University, School of Teacher Education, Special Education Program

Presents and discusses the findings of a qualitative analysis of written information provided by 24 practicing teachers of learners with severe or profound intellectual disabilities who completed the requirements for the State of Florida Endorsement in Severe or Profound Disabilities through distance learning coursework offered by Florida State University which was supported by a U.S. Department of Education grant (2005-2010).

Promoting Active Participation in College Classes for Two Individuals with Intellectual Disabilities

Amanda Helman, Dolly Hoffman, Freya Koger, Linda Bambara, Colleen Tomko, Shaun Tomko

Panel members will describe how to provide modifications in a college classroom to support two students with intellectual disabilities. The process that was used to successfully gain access to college courses will be discussed. Collaboration between all members was essential. Finally, the perspectives of the professors, family, and the two students with intellectual disabilities who were involved will be presented.

Teaching Algebraic Equations to Middle School Students with Intellectual Disabilities

Noelle Reese, Hart County Middle School, Hartwell, GA; Joshua Baker, UNC Charlotte, Charlotte, NC;
Chris Rivera, UT San Antonio, San Antonio, TX

The current study will be a systematic replication of the procedures used by Jimenez, Browder, and Courtade (2008) and will determine the effect of task analytic instruction with concrete representation using color-coded sequencing on the acquisition of simple linear algebraic equations (e.g., $5 + Y = 15$) with middle school students that are eligible for the states' alternate assessment.

Yes, We Can Support Grade Appropriate Academic Content in Inclusive Environments!

Anne Denham, Keystone Alternate Assessment Design; Mike Burdge, Keystone Alternate Assessment Design; Lou-Ann Land, University of Kentucky

Educators struggle with providing accessible instruction to address state or national academic content standards in reading, mathematics and science. This presentation will share a system of student support

using elements of Universal Design for Learning (UDL) that will provide students with a means to access instruction, show what they know and remain engaged long enough to learn.

CROSS-TOPICAL SESSIONS

How to Enable Inclusion Across the Lifespan: Natural pathways and community capacity

Bruce Uditsky, M.Ed., Alberta Association for Community Living; E. Anne Hughson, Ph.D., Community Rehabilitation & Disability Studies, Department of Community Health Sciences

At an early age families of children with significant disabilities were introduced to the concept of natural pathways and supported to embed their sons and daughters within these pathways in order to achieve inclusive lives. This presentation will illustrate how, over 20 years, the lives of these individuals have favorably and comparably unfolded in relation to their friends without disabilities.

Swimming Upstream: Sustaining Support for Students who Type to Communicate

Christine Ashby, Syracuse University, Syracuse, New York

This presentation examines schools and districts that have maintained a sustained commitment to the use of facilitated communication and have provided that support to multiple students over multiple years. I explore structures, practices and beliefs that make this possible.

Growing Together: Self-Advocacy in ACTION!

Rebecca Salon, Ricardo Thornton, John Byrd, Germaine Payne, Anthony Vessels
Project ACTION!, Washington, DC

In this interactive presentation, members of Project ACTION!, DC's large, active self-advocacy coalition, will share some of their 20+ years of experience in building their membership, developing advocacy/leadership skills, and shaping the services and opportunities available to their members.

Engaging Students In School And Community Utilizing The Partnerships For Success Model

Colleen Lambert, Partnerships for Success, Buford, GA; Cindy Saylor, Partnerships for Success, Flowery Branch, GA

We will explore how students who participate in the activities of the Partnerships for Success model achieve greater independence and success in school, discover the freedom that comes from taking control of their lives; and demonstrate how self-determination, active participation in the IEP process and inclusive clubs will assist youth in goal attainment and development of leadership skills.

Moving Beyond Tokenism: Self-advocates serving on boards and policy-making bodies

Mark Friedman, Beyond Tokenism Academy, Murfreesboro, TN; Bill Krebs, Beyond Tokenism Academy, Philadelphia, PA ; Lynette Savoy, Speaking For Ourselves, Philadelphia, PA

Self-advocates will present their project to enhance the ability of disability boards and policy-making bodies to fully include self-advocates as active and contributing members of their boards. The project is

focused on actions that disability boards and policy-making bodies can implement to be more inclusive and two, the project is planned, conducted and managed primarily by self-advocates serving as staff.

EMPLOYMENT SESSIONS

Increasing Employment Outcomes for Individuals with the Most Significant Disabilities

Chip Kenney, Norciva Shumpert, Cheryl Green

If individuals with the most significant disabilities are going to obtain employment there is a strong need for Vocational Rehabilitation to understand the possibilities customized employment bring to the service delivery system.

The Excelling Organization: Affirming Individual Needs And Welcoming Change In Uncertain Times

Brian Berry, Susan Schonfeld

Community Integrated Services (CIS) is an employment-only program that has been serving persons with significant disabilities for over 20 years. Recent economic and funding factors have challenged many conventional employment service practices. This presentation will focus on how CIS has maintained its central mission of individualized services and used the changing external environment to improve and strengthen organizational performance.

Customized Employment: Tools To Systematically Coach/Mentor Initial Implementation

Linda McDowell, Ph.D., The University of Southern Mississippi, Gautier, MS; Melynda Burck Ross, Ph.D., Gautier High School, Gautier, MS

Explanation of materials on a CD handed to each participant - containing Checklists representing the Steps of Customized Employment, complementary to Marc Gold and Associates forms; used as part of coaching/mentoring training, producing documentation of systematic/consistent use of the process during initial implementation. Bonus session experience: Use of a new tool entitled "Strategies for Improving Descriptive Writing."

COMMUNITY LIVING SESSIONS

Building a Life in the Community... Not a Program

Patti Scott, Neighbours International, Highland Park NJ; Karen Lee, SEEC, Silver Spring MD; Carol Beatty, The Arc Howard County, Ellicott City MD; Cindy Kauffman, Maryland DDA, Baltimore MD; Joe Wykowski, Community Vision, Portland OR; Dave Hasbury, Neighbours International, Highland Park, NJ

In Maryland, learning "Communities of Practice" are engaging stakeholders in a collaborative journey to "figure out" how to do business in ways that people can control their resources and supports, own their homes, and engage as contributing citizens.

Out Of The Day Program And Into Community

Susan Stanfield, Aaron Johannes

One agency's experience of closing a group day program and replacing it with community-based options. We will address some of the fears faced by staff and families – questions about safety, monitoring, and sustainability - and describe how we engaged stakeholders in making the successful transition from a facility to community-based day service model.

Not Home: A documentary about kids living in nursing facilities

Narcel G. Reedus, Judith Moen, Matthew Harp

This presentation will show the making of Not Home, a feature-length documentary that investigates the history and current trends of the long-term institutionalization of children with developmental disabilities living in U.S. nursing facilities.

DIVERSITY & CULTURAL COMPETENCY SESSIONS

Racism or Not - Here We Come! Disability-Related Health Disparities and Race/Ethnicity: Double Jeopardy

Reports from the Centers for Disease Control and Prevention (CDC) on disparities experienced by people of color provide an evocative tableau of the challenges and opportunities to address excess rates of morbidity and mortality. Data and analysis from the National Center on Birth Defects and Developmental Disabilities (NCBDDD), CDC will be presented along with Health People 2020 Objectives. The Town Hall format will engage participants in a discussion and call to action for TASH and the disability community.

In their own voices successes, challenges of raising children with severe disabilities

Dr. Pavan John Antony, Ruth S Ammon School of Education, Garden City, NY; Dr. Anne Mungai Ruth S. Ammon School of Education, Garden City, NY; Dr. Sungho Park, Charter College of Education California State University, Los Angeles

In this panel discussion, presenters have recruited minority parents of children with severe disabilities who immigrated to the US from other countries to share their stories. There will be parents from five different countries who will share about their culture, traditions and the journey with their children who have severe and intensive needs while residing in the US.

HUMAN RIGHTS SESSIONS

No Excuses: Ending the Practice Of Restraint And Seclusion In Schools

Leslie Lipson, Georgia Advocacy Office

This presentation will tell the compelling story of how thousands of people banded together to end the dangerous practices of restraint and seclusion in Georgia public schools. Participants will learn how advocates and community members worked together to campaign the State Board of Education to prohibit this practice, and will develop a vision for what is possible in their communities.

The International Convention on the Rights of Persons with Disabilities and You!

Esme Grant, Disability Rights Educator, U.S. International Council on Disabilities, Washington, DC

The United States International Council on Disabilities will host a session providing accurate background on the history of the Convention on the Rights of Persons with Disabilities (CRPD) and its present status in the U.S. This interactive presentation will offer participants grounding in the CRPD; skills-building in how to take a human rights-based approach to disability issues, and information for those interested in U.S. ratification of the CRPD.